



ALL

About Litter

**Resource Pack for
Teachers and Pupils**



**Keystage 1 and
Keystage 2**

Kent Eco Schools Project
Part Financed by the European Union



FOREWORD

“All About Litter”

Welcome to “All About Litter”, a resource specially designed for teachers and pupils in Kent primary schools. 2005 is the start of the United Nations Decade of Education for Sustainable Development which is promoting education as a basis for a more sustainable society.

The quality of the local environment appears regularly within the media, as there is widespread public concern about declining environmental quality in England. Litter, rubbish, fly-tipping and abandoned vehicles are seen as indicators of anti-social behaviour and potentially in turn, of crime. These all have an impact on our quality of life, investment within the county, tourism, crime and the fear of crime.

Litter is a key theme for both the Clean Kent Campaign and Eco Schools. The Clean Kent Co-ordinator and Kent Eco Schools Officer have produced this resource to support primary schools explore the issues raised by litter in and beyond the school environment.

It is hoped that this resource will complement the existing excellent practice taking place throughout the county and encourage young people to develop a sense of responsibility for their own actions and environment. As the next generation of citizens, young people play an important role in shaping Kent as a clean and safe county.

A handwritten signature in black ink, appearing to read 'Richard King', is centered on the page. The signature is written in a cursive style with a large initial 'R'.

Councillor Richard King
Kent County Council
Cabinet Member for Environment and Economy

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Key:



Page for Teachers



Page for Pupils

“All About Litter” and the Curriculum

This pack has been designed to be used in a variety of ways. Each activity has links to the National Curriculum, the requirements of the National Numeracy and Literacy Strategies and to the units provided by The Qualifications and Curriculum Authority (QCA).

It is possible to use each activity in sequence or to pick and choose the areas of most relevance to a particular class or group.

Individual tasks have been suggested which can be extended or altered depending on the needs of pupils and consideration has been given to different styles of learning.

Activity	English	Mathematics	Science	Design and technology	Geography	PSHE & Citizenship
1	✓					✓
2	✓					✓
3	✓	✓			✓	✓
4	✓		✓	✓		✓
5	✓		✓			
6	✓					✓
7	✓		✓			✓



Activity 1

What Is Litter?

Objectives

Children should learn:

- To identify what litter is within our environment
- To discuss where litter comes from
- To consider who is responsible for litter

Activities:

- Use a copy of the logo of “Keep Britain Tidy” to initiate discussion on the topic of litter (see ‘Points to note’ below)
- In small groups, children could identify types of litter found, either using white boards or street scene illustrations (Resources section pages 30 and 31)
- Following discussion of findings, identify reasons behind littering and begin discussion on responsibility
- Consolidate understanding of responsibility by examining how litter should be disposed of safely

Outcomes:

Children:

- Take part in discussing the types of litter found
- Recognise why litter is found in certain places
- Begin to appreciate who is responsible for littering
- Show understanding of how litter should be disposed of safely

Links:

Curriculum Links

English

- En 1 Group discussion and interaction
[*National Literacy Strategy*
Y1 T1
Y2 T1, T3
Y3 T2
Y5 T3]

PSHE & Citizenship

(non-statutory guidelines)

Learning Styles

Visual, Auditory






Thinking Skills

Information processing, Reasoning





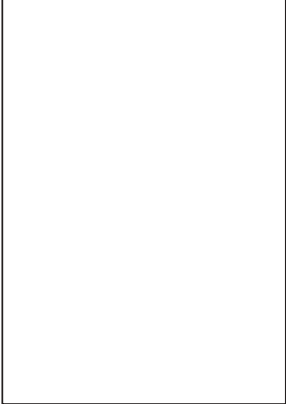




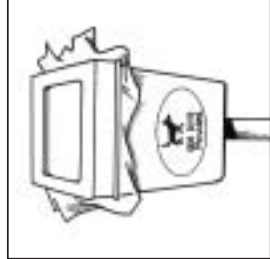
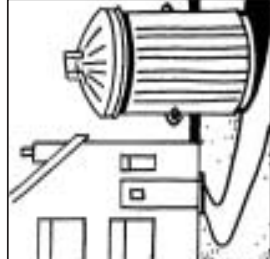
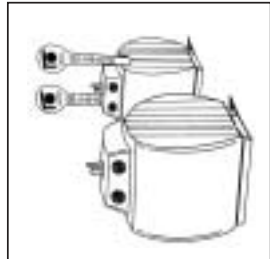
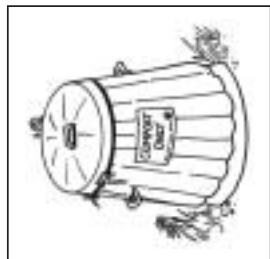
Points to note:

- Information about the “Keep Britain Tidy” campaign including the logo can be found at www.encams.org. The information on this site is not designed for children.
- The dangers of balloon releases to wildlife can be obtained from the Marine Conservation Society web site www.mcsuk.org or by telephoning them on 01989 566017. Also see the Balloon Association’s code of conduct for balloon releases at www.nabas.co.uk/balloon.html.



Activity 1 - What Is Litter?	Sheet 1	Name	Date
Types of litter	Why is it there?	Who is responsible?	
			
			
			
			
			



Activity 1 - What Is Litter?	Sheet 2	Name	Date
			
			
    			



Activity 2

Why Do People Drop Litter?

Objectives

Children should learn:

- To think about differing attitudes towards litter and our environment
- To empathise with characters and identify their reasons behind littering

Activities:

- Whole class discussion about litter and who is responsible for it
- Introduce the concept of CCTV cameras within our communities to help keep us safe
- Introduce characters spotted on CCTV footage, as shown on “Activity Sheets” 1-4 (or page 32 in Resources section)
- In pairs, children can discuss and describe the events captured on camera, perhaps using reported speech as in a police statement
- In role, children could take it in turn to act as the interviewer and offender, highlighting the motives behind leaving litter
- Following presentations of sketches, children could explore solutions to avoid leaving litter
- To extend this activity, children may wish to develop other characters and situations

Outcomes:

Children:

- To take part in role play
- To show understanding of differing attitudes towards the environment
- To consider behavioural changes that could help to improve our environment

Links:

Curriculum Links

English

En 1 Group discussion and interaction

[*National Literacy Strategy*

Y1 T3

Y2 T2

Y3 T1, T3

Y4 T1

Y5 T1]

Drama

[*National Literacy Strategy*

Y2 T3

Y3 T1, T3

Y4 T3

Y5 T2]

En 3 Composition

[*National Literacy Strategy*

Y5 T1]

PSHE & Citizenship

(non-statutory guidelines)

Learning Styles

Visual, Auditory

Thinking Skills

Reasoning, Creative thinking

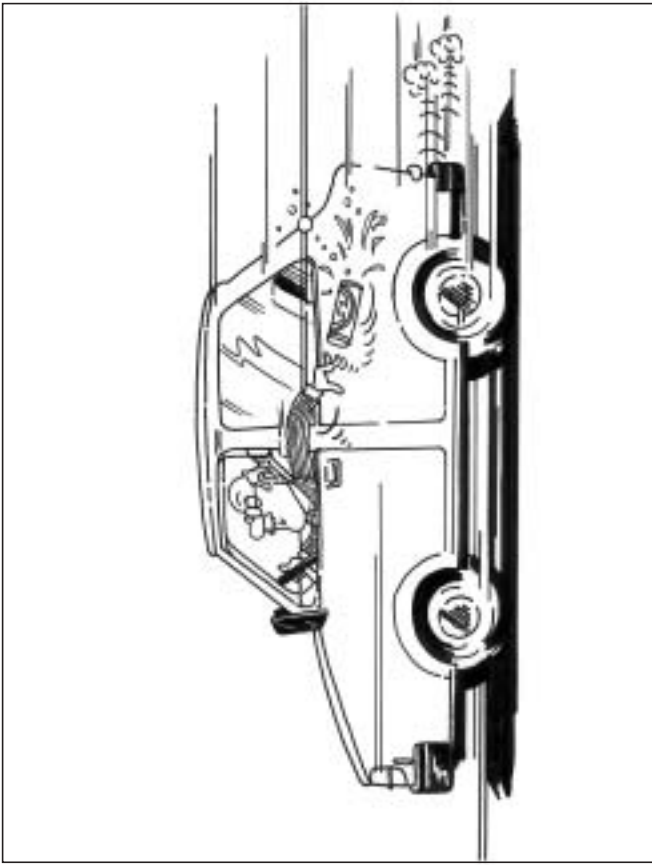

Points to note:

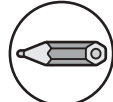
- Images of a CCTV camera and footage can be found in the Resources section (page 32).




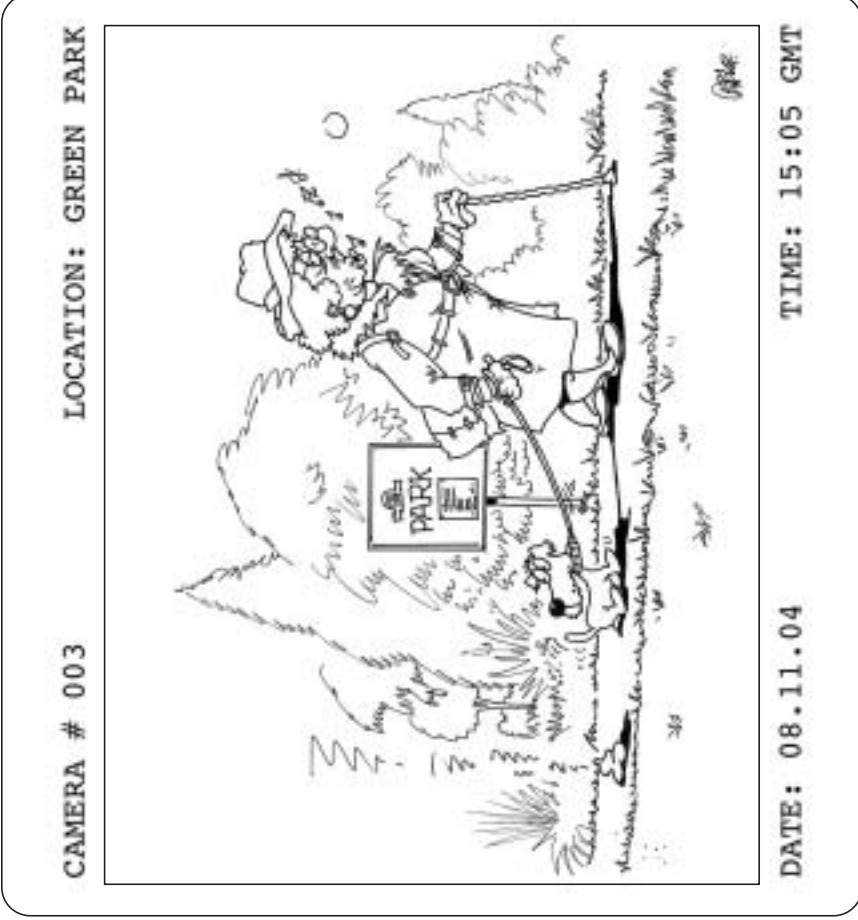
Activity 2 - Why Do People Drop Litter?	Sheet 1	Name	Date
<p>CAMERA # 001 LOCATION: SCHOOL ROAD</p> <div data-bbox="414 1153 1069 2016"> </div> <p>DATE: 08.11.04 TIME: 08:42 GMT</p>			<p>It has just been reported that a pupil at the Longdale School, who cannot be named for legal reasons, has been filmed...</p>
<p>Describe what is happening in this picture as if you are a reporting it for a Newsflash.</p>			



Activity 2 - Why Do People Drop Litter?	Sheet 2	Name	Date
<div data-bbox="311 1120 1173 2049" style="border: 1px solid black; padding: 10px; margin-bottom: 20px;"> <p>CAMERA # 002 LOCATION: HIGH STREET</p>  <p>DATE: 08.11.04 TIME: 13:55 GMT</p> </div> <div data-bbox="1204 1310 1284 1870"> <p>Describe what is happening in this picture as if you are a reporting it for a Newsflash.</p> </div> <div data-bbox="311 190 1356 1052" style="border: 1px solid black; padding: 10px; margin-top: 20px;">  </div>			





Activity 2 - Why Do People Drop Litter?	Sheet 3	Name	Date
			



Describe what is happening in this picture as if you are a reporting it for a Newsflash.



Activity 2 - Why Do People Drop Litter?	Sheet 4	Name	Date
<div style="border: 1px solid black; padding: 10px;"> <p>CAMERA # 004 LOCATION: SKATE PARK</p>  <p>DATE: 08.11.04 TIME: 16:20 GMT</p> </div>			
<div style="border: 1px solid black; padding: 10px;">  </div>			
<p>Describe what is happening in this picture as if you are a reporting it for a Newsflash.</p>			



Activity 2 - Why Do People Drop Litter?		Sheet 5	Name	Date
SCENE	WHAT SHOULD HAVE HAPPENED?	SCENE	WHAT SHOULD HAVE HAPPENED?	
Camera 001		Camera 003		
Camera 002		Camera 004		



Activity 3

Where Do We Find Litter?

Objectives

Children should learn:

- To identify types of litter found in school grounds and quantify
- To begin to analyse patterns in the data
- To present findings to the rest of the school

Activities:

- Whole class discussions on the features of the school's environment
- Maps of the school could be drawn or a prepared copy could be provided
- Surveys carried out in groups to mark bin positions and where litter is found. Digital photographs could be taken for future presentations
- Information recorded using pupil's own format
- This activity could be extended so that different groups look at the litter situation at different times of the day
- A final litter pick could take place at the end of the week where different groups take responsibility for collecting different types of litter in separate refuse sacks. These can then be weighed, recorded and represented in graphical form
- Final data including any patterns noticed in relation to location and time could be discussed

Outcomes:

Children:

- Take part in surveying site
- Produce graphs from data
- Begin to understand causal links between littering and time of day
- Practise presentation skills
- Recognise that litter is dangerous

Links:

Curriculum Links

English

- En 1 Group discussion and interaction
[*National Literacy Strategy*
Y1 T1, T2
Y2 T1, T2
Y3 T1, T2
Y4 T2
Y5 T1]

Mathematics

- Ma 3 Understanding measures
[*National Numeracy Strategy*
Years 1, 2, 3, 4, 5, 6]
- Key Stage 1 - Ma 2 Processing, representing and interpreting data
[*National Numeracy Strategy*
Years 1, 2]
- Key Stage 2 - Ma 4 Processing, representing and interpreting data
[*National Numeracy Strategy*
Years 3, 4, 5, 6]

Geography

- Geographical enquiry and skills
Knowledge and understanding of patterns and processes
Knowledge and understanding of environmental change and sustainable development

PSHE & Citizenship

(non-statutory guidelines)

Learning Styles

Visual, Auditory, Kinaesthetic

Thinking Skills

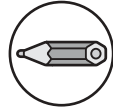
Information processing, Enquiry, Evaluation

QCA Units

- Geography Unit 1 Around our school - the local area
- Geography Unit 8 Improving the environment
- Citizenship Unit 02 Choices
- Citizenship Unit 06 Developing our school grounds

Points to note:

- Health and Safety requirements should be adequately addressed to protect children from potentially dangerous litter.
- Where appropriate this activity could be transferred to a local recreation ground or quiet street if school grounds are not suitable



Activity 3 - Where Do We Find Litter?		Sheet 1	Name	Date
Type of litter	Quantity	Location		



Activity 4

How Can We Reduce Litter?

Objectives

Children should learn:

- How the weather affects where litter gathers
- To consider the view of users and external factors when designing items
- To carry out research using source material

Activities:

- Set up experiment to examine the effect of wind, using “Windy Day” Activity Sheet on page 16
- Whole class discussion on conclusions which could be extended by looking at wind speed and how it is recorded (refer to Resources section page 33)
- Consider the types of litter bins found in the school grounds and their design. Note should be made of whether the bin design influences the amount of litter found
- Evaluate bin designs suggesting advantages and disadvantages and considering cost implications
- In groups, children could discuss suitable questions to ask peers regarding whether they use litter bins and what would encourage better use of bins
- Survey forms could be designed and used and class results presented
- From the results, children’s ideal litter bins could be designed and annotated highlighting the reasons behind key features.
- Prototypes could be built and tested using a wind source e.g. hairdryer/fan to examine effectiveness and results presented to whole school if appropriate

Outcomes:

Children:

- Will have gained experience in planning and carrying out an experiment
- Contributed to class and group discussions, showing ideas and listening to the views of others
- Have considered designs based on suitability, cost and user opinions

Links:

Curriculum Links

English

- En 1 Group discussion and interaction
[National Literacy Strategy
Y1 T1, T2, T3
Y2 T1, T2, T3
Y3 T1, T2, T3
Y4 T1, T2
Y5 T1, T2, T3]

En 3 Composition

En 3 Planning and drafting

Science

Sc 1 Ideas and evidence in science

Sc 1 Investigative skills

Sc 1 Considering evidence and evaluating

Design and technology

DT Developing, planning and communicating ideas

DT Working with tools, equipment, materials and components to make quality products

DT Evaluating processes and products

PSHE & Citizenship

(non-statutory guidelines)

Learning Styles

Visual, Auditory, Kinaesthetic

Thinking Skills

Enquiry, Information processing, Creative thinking, Evaluation, Reasoning

QCA Units

Citizenship Unit 06 Developing our school grounds

Design and technology Unit 1B Playgrounds

Design and technology Unit 3A Packaging

Points to note:

- Sheet with bin designs are provided in Resources section (page 34)



“Windy Day”



Time	How far has it travelled? (colour in box as far as you need to)												
	Litter Type: piece of paper												
	0cm	1cm	5cm	10cm	20cm	50cm	100cm	200cm	500cm	1000cm	more		
	Litter Type:												
	0cm	1cm	5cm	10cm	20cm	50cm	100cm	200cm	500cm	1000cm	more		
	Litter Type:												
	0cm	1cm	5cm	10cm	20cm	50cm	100cm	200cm	500cm	1000cm	more		
	Litter Type:												
	0cm	1cm	5cm	10cm	20cm	50cm	100cm	200cm	500cm	1000cm	more		
	Litter Type:												
	0cm	1cm	5cm	10cm	20cm	50cm	100cm	200cm	500cm	1000cm	more		



Activity 5

What Happens To Litter Outside?

Objectives

Children should learn:

- The term 'biodegradable' and what it means
- To recognise items that will and won't biodegrade
- To make predictions and monitor results over a period of time
- To consider alternative means of reducing and disposing of waste

Activities:

- Whole class discussion as to what happens to litter when left outside
- Class to decide how to plan an experiment to test their ideas and suitable materials to test
- Experiment set up by class and result chart drawn up to include a column for predictions made after each stage of the experiment. A weekly assessment would be needed to monitor results which could be presented in a variety of formats e.g. digital photography, line drawings
- To conclude the work, children could offer recommendations to help reduce the amount of non-biodegradable litter

Outcomes:

Children:

- Distinguish between materials that are biodegradable and those that are not
- Contribute to class discussions and make predictions

Links:

Curriculum Links

English

- En 1 Group discussion and interaction
[*National Literacy Strategy*
Y1 T1, T2, T3
Y2 T1, T2
Y3 T1]

Science

- Sc 1 Scientific enquiry
Sc 1 Ideas and evidence in science
Sc 1 Investigative skills

Learning Styles

Visual, Auditory, Kinaesthetic

Thinking Skills

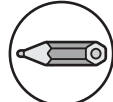
Enquiry, Evaluation, Information processing, Reasoning





QCA Units

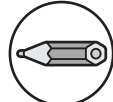
Science Unit 6B Micro-organisms





Points to note:

- Out of the materials selected for the experiment, only apple cores and banana skins will biodegrade. Packaging such as sweet wrappers and crisp packets contain plastic that will prevent decomposition. This may be a useful discussion point to raise with the children. Packaging with two or more materials are very expensive and difficult to recycle.
- Health and safety requirements where handling waste items should be considered e.g. use of gloves, litter pickers
- Web sites are listed in the Resources section page 40 for further information about composting and recycling.



Activity 5 - What Happens To Litter Outside?		Sheet 1	Name	Date				
Type of litter	Prediction	Day 7	Prediction	Day 14	Prediction	Day 21	Prediction	Day 28
 Sweet Wrapper								
 Crisp Packet								
 Foil								
 Fizzy Drink Can								



Activity 5 - What Happens To Litter Outside?		Sheet 2	Name	Date				
Type of litter	Prediction	Day 7	Prediction	Day 14	Prediction	Day 21	Prediction	Day 28
 Banana Skin								
 Apple Core								
 Plastic Bottle								
 Plastic Carrier Bag								



Activity 6

Why Can Litter Be Bad News?

Objectives

Children should learn:

- To understand the consequences of litter on ourselves, animals and the environment

Activities:

- Class discuss what could happen to a carrier bag left outside. Using “A Day in the Life of Colin the Carrier Bag”, children can either complete the storyboard or devise a new one using the visual prompts and blank storyboard sheet included within the Resources section (pages 35 and 36)
- Individually or within small groups, children plan, draw and write their own storyboard

Outcomes:

Children:

- Plan a meaningful story with characters, situations and plot
- Have an appreciation of how dangerous litter can be

Links:

Curriculum Links

English

En 1 Group discussion and interaction

[*National Literacy Strategy*

Y1 T1, T2, T3

Y2 T1, T3

Y3 T2, T3

Y4 T1, T2

Y5 T1, T2, T3

Y6 T1]

En 3 Composition

En 3 Planning and drafting

[*National Literacy Strategy*

Y1 T2, T3

Y3 T2

Y5 T3]

PSHE & Citizenship

(non-statutory guidelines)

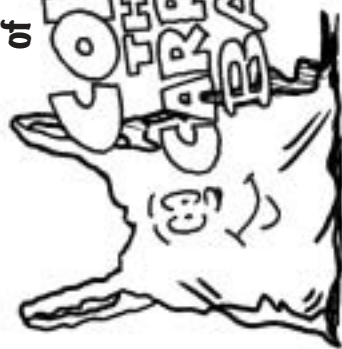





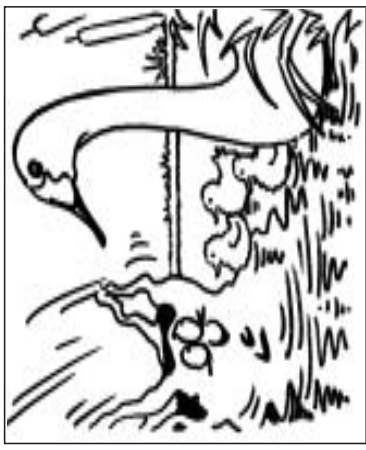

Learning Styles

Visual, Auditory

Thinking Skills

Creative thinking, Reasoning

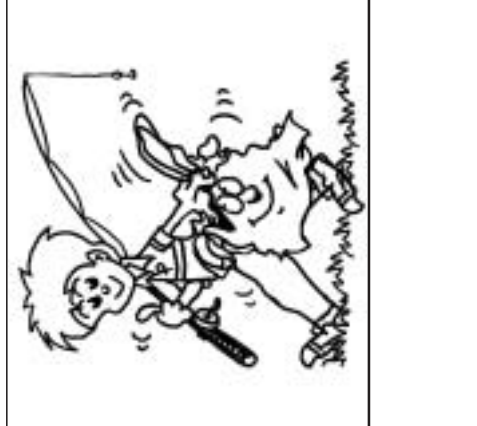


Activity 6 - Why Can Litter Be Bad News?	Name	Date
<p data-bbox="295 1142 335 2105">We have started the story for you. Make up the rest by writing in the box under each picture.</p> <div data-bbox="414 1590 813 2094"> <p data-bbox="422 1657 502 1915">A Day in the Life of COLIN THE CARRIER BAG.</p>  </div> <div data-bbox="375 1142 853 1579">  <p data-bbox="750 1209 845 1523">Colin the Carrier Bag began his day being packed full of groceries to take home ...</p> </div> <div data-bbox="375 660 853 1108">  </div> <div data-bbox="375 179 853 627">  </div> <div data-bbox="917 1612 1396 2060">  </div> <div data-bbox="917 1142 1396 1579">  </div> <div data-bbox="917 660 1396 1108">  </div> <div data-bbox="917 179 1396 627">  </div>		



Activity 6 - Why Can Litter Be Bad News?		Name	Date
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A Day in the Life of Colin the Carrier Bag



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Activity 7

Making Litter Safe

Objectives

Children should learn:

- That litter can be very dangerous to us, animals and the environment
- To think about how types of litter will affect different animals
- That simple actions can prevent our rubbish from being so dangerous

Activities:

- Using illustrations of different habitats, children to discuss the type of animals and birds that can be found within them
- Following debate, groups could design warning symbols (see Resources section page 37) highlighting litter most likely to be found in each situation
- Using thinking and observation skills, children could record types of litter, how they can cause damage or injury and how litter could be made safe
- Line drawings to stimulate discussion can be found in the Resources section pages 38 and 39

Outcomes:

Children:

- Will have contributed to discussion on the dangers of litter
- Understand that we can all take responsibility for making litter safe

Links:

Curriculum Links

English

- En 1 Group discussion and interaction
[*National Literacy Strategy*
Y1 T1, T2, T3
Y2 T1, T2, T3
Y3 T2, T3
Y4 T3
Y5 T2, T3
Y6 T1]

Science

- Sc 2 Living things in their environment

PSHE & Citizenship

(non-statutory guidelines)

Learning Styles

Visual, Auditory

Thinking Skills

Information processing, Reasoning

QCA Units

- Citizenship Unit 03 Animals and us
Science Unit 2B Plants and animals in
the local environment
Science Unit 4B Habitats

Points to note:

- Use of real litter - ensure it is clean, safe and managed e.g. no sharp edges, rust
- Illustrations found on pages 38 and 39 show the dangers that litter can pose to animals

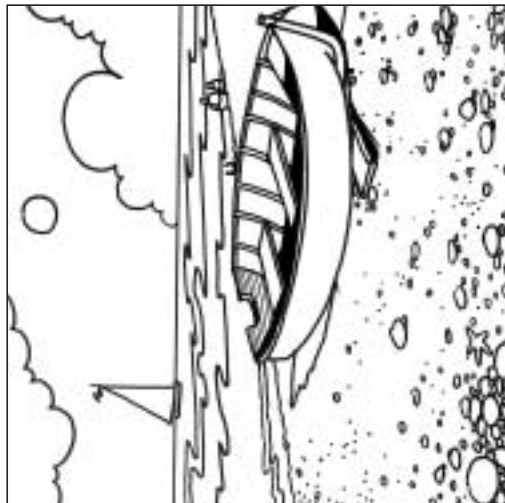


Activity 7 - Making Litter Safe

Sheet 1

Name

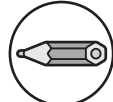
Date



What type of habitat is this?	
List the animals that might live here.	What do we do here?



What type of habitat is this?	
List the animals that might live here.	What do we do here?



Activity 7 - Making Litter Safe

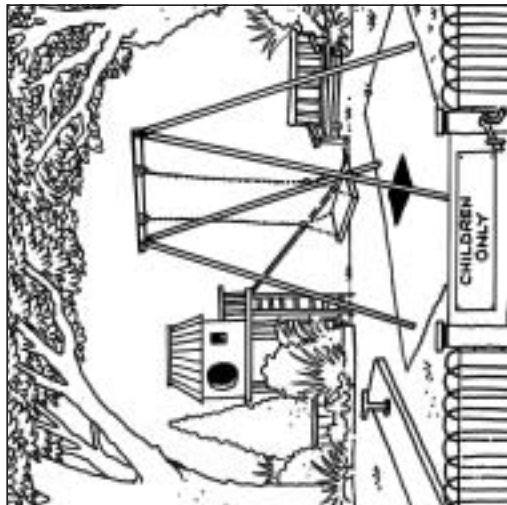
Sheet 2

Name

Date



What type of habitat is this?	
List the animals that might live here.	What do we do here?



What type of habitat is this?	
List the animals that might live here.	What do we do here?



Activity 7 - Making Litter Safe

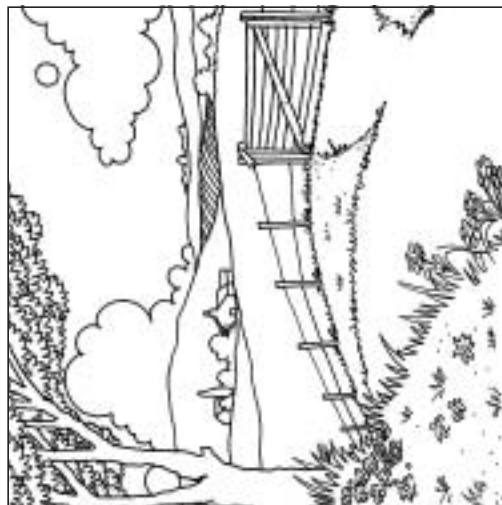
Sheet 3

Name

Date

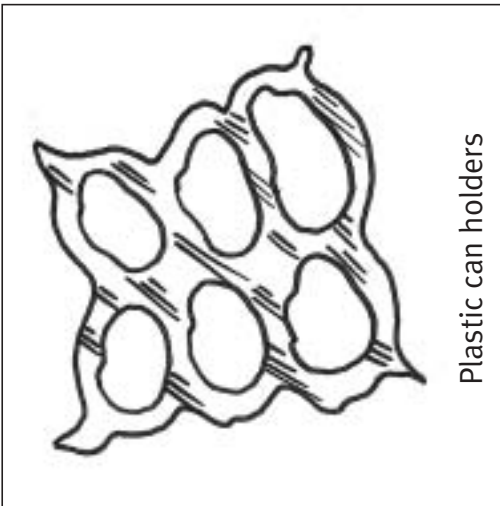
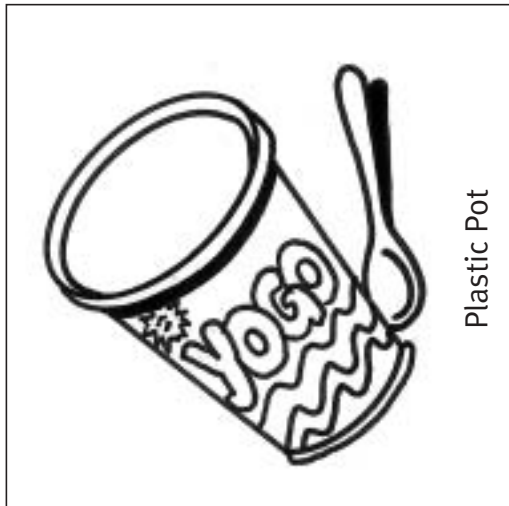


What type of habitat is this?	
List the animals that might live here.	What do we do here?



What type of habitat is this?	
List the animals that might live here.	What do we do here?



Activity 7 - Making Litter Safe	Sheet 4	Name	Date
 <p>Plastic can holders</p>			
 <p>Plastic Pot</p>			

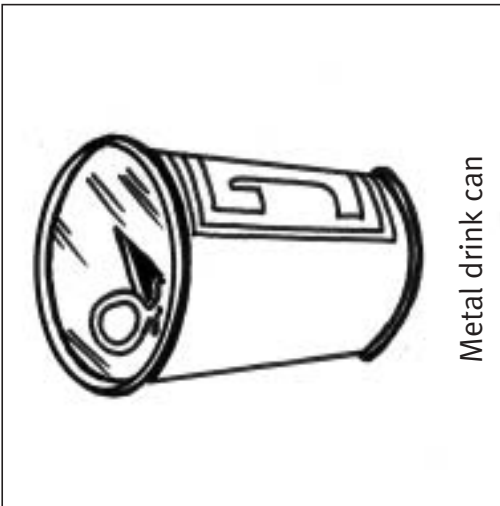

Describe why this may be dangerous to animals:

How could you make this piece of litter safer for animals?

Describe why this may be dangerous to animals:

How could you make this piece of litter safer for animals?



Activity 7 - Making Litter Safe	Sheet 5	Name	Date
 <p data-bbox="758 1691 790 1904">Metal drink can</p>	<p data-bbox="303 918 335 1467">Describe why this may be dangerous to animals:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p data-bbox="574 817 606 1467">How could you make this piece of litter safer for animals?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
 <p data-bbox="1348 1713 1380 1881">Glass bottle</p>	<p data-bbox="885 918 917 1467">Describe why this may be dangerous to animals:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p data-bbox="1157 817 1189 1467">How could you make this piece of litter safer for animals?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Resources



Activity 1 - What Is Litter?

Pages 30-31

Activity 2 - Why Do People Drop Litter?

Page 32

Activity 4 - How Can We Reduce Litter?

Pages 33-34

Activity 6 - Why Can Litter Be Bad News?

Pages 35-36

Activity 7 - Making Litter Safe

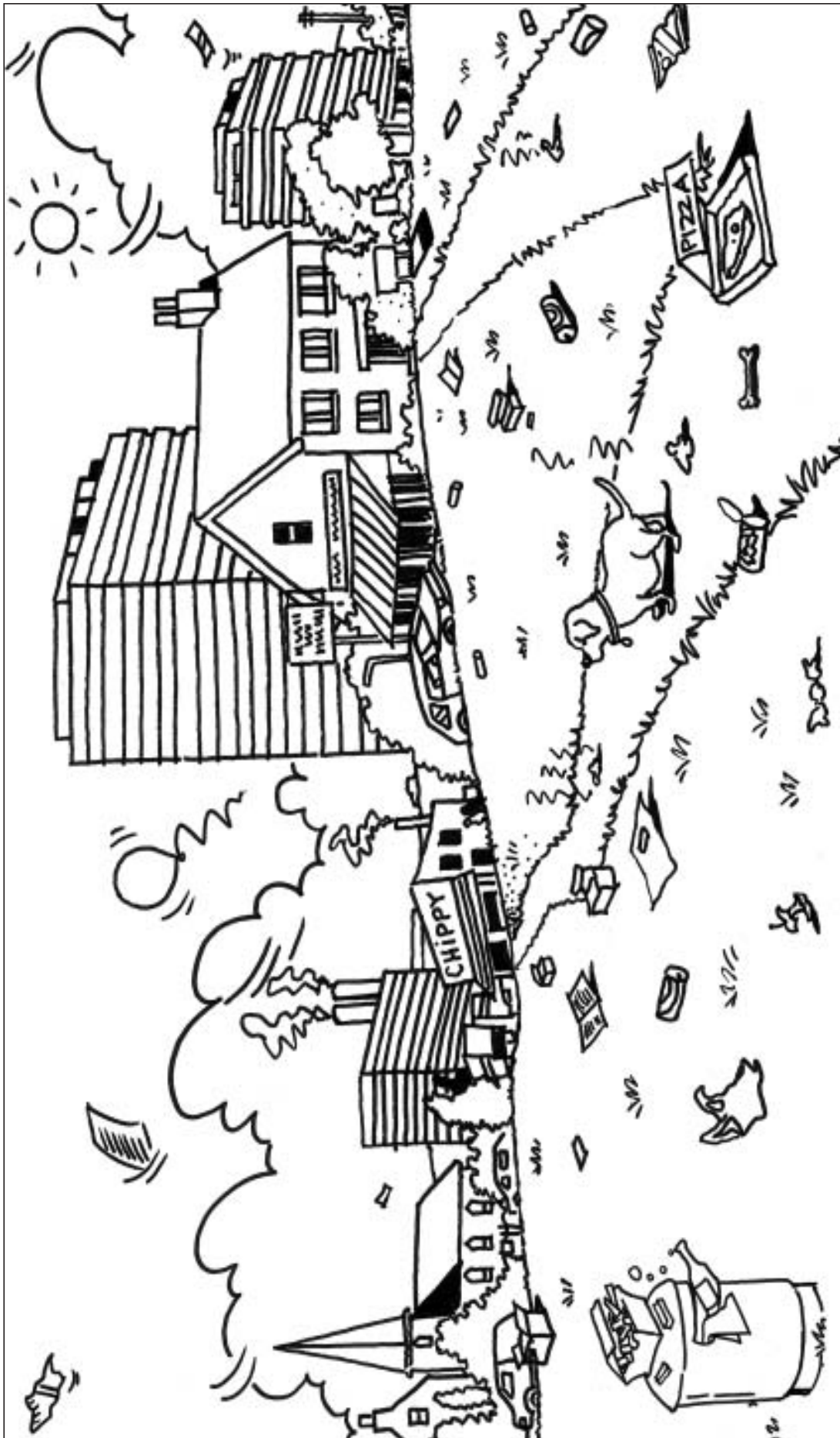
Pages 37-39

Useful Web Sites For Further Information

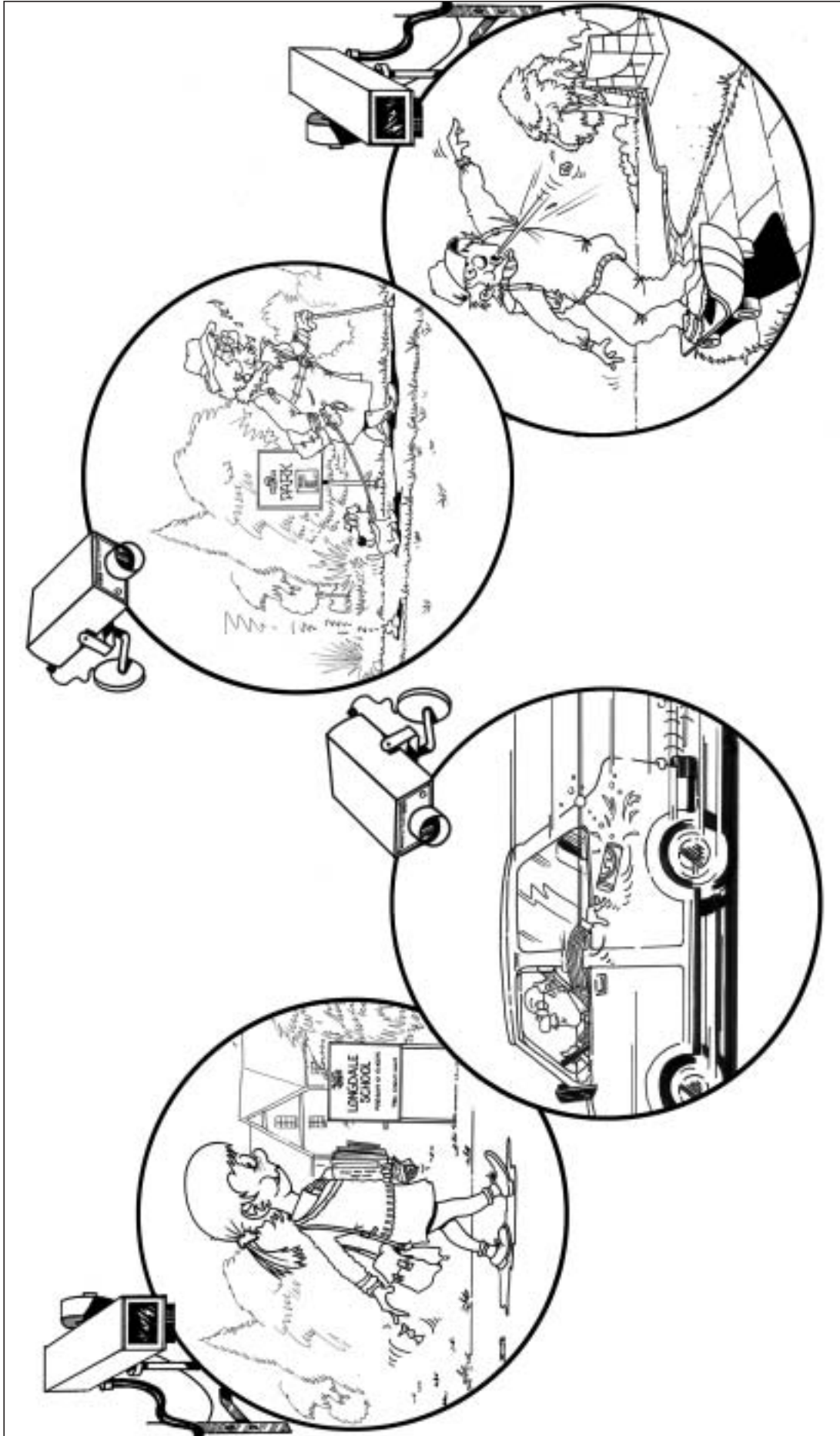
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Activity 1 - What Is Litter?



Activity 2 - Why Do People Drop Litter?



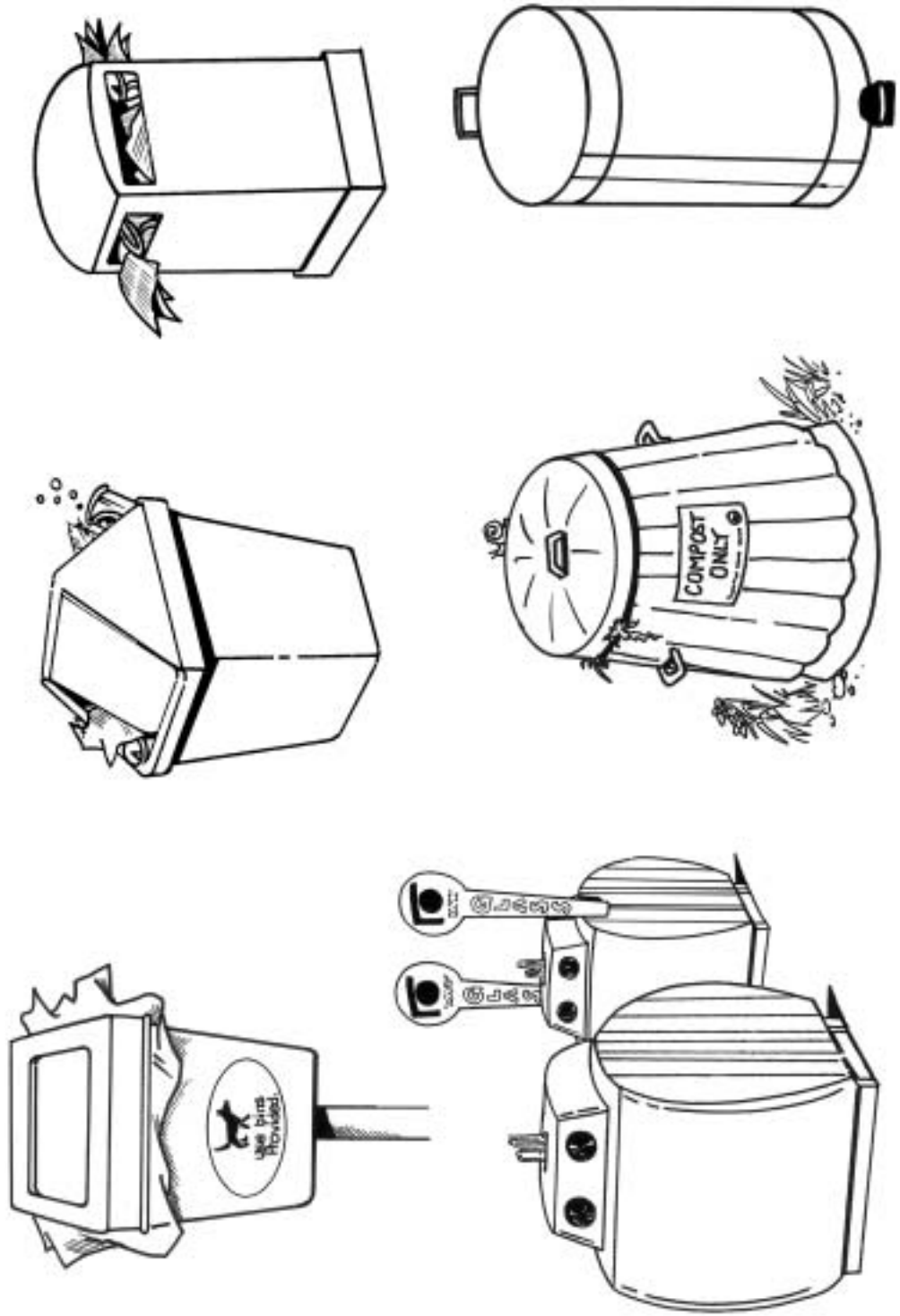
"Windy Day" - The Beaufort Scale

Beaufort Number	Wind Speed (mph)	Seaman's Term	Symbol	Effects on Land
0	Under 1	Calm		Calm; smoke rises vertically
1	1-3	Light Air		Smoke drift indicates wind direction; vanes do not move
2	4-7	Light Breeze		Wind felt on face; leaves rustle; vanes begin to move
3	8-12	Gentle Breeze		Leaves & small twigs in constant motion; light flags extended
4	13-18	Moderate Breeze		Dust, leaves and loose paper raised up; small branches move
5	19-24	Fresh Breeze		Small trees begin to sway
6	25-31	Strong Breeze		Large branches of trees in motion; whistling heard in wires
7	32-38	Moderate Gale		Whole trees in motion; resistance felt in walking against the wind
8	39-46	Fresh Gale		Twigs and small branches broken off trees
9	47-54	Strong Gale		Slight structural damage occurs; slate blown from roofs
10	55-63	Whole Gale		Seldom experienced on land; trees broken; structural damage occurs
11	64-72	Storm		Very rarely experienced on land; usually with widespread damage
12	73 or higher	Hurricane Force		Violence and destruction

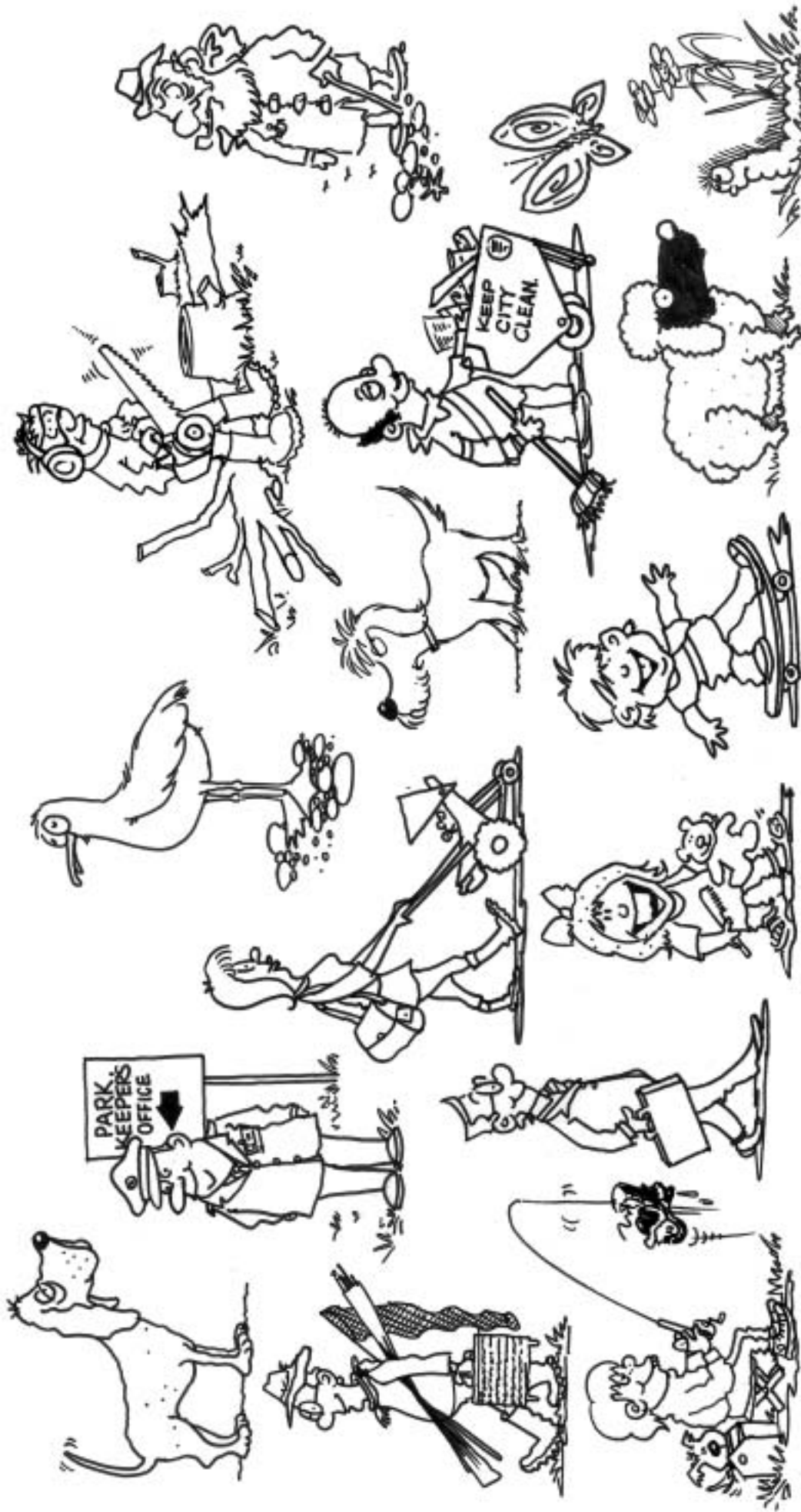
Activity 4 - How Can We Reduce Litter?

Activity 4 - How Can We Reduce Litter?

Litter bins come in all sorts of different shapes and sizes.



Activity 6 - Why Can Litter Be Bad News?



Activity 6 - Why Can Litter Be Bad News?

**A Day in the Life
of**

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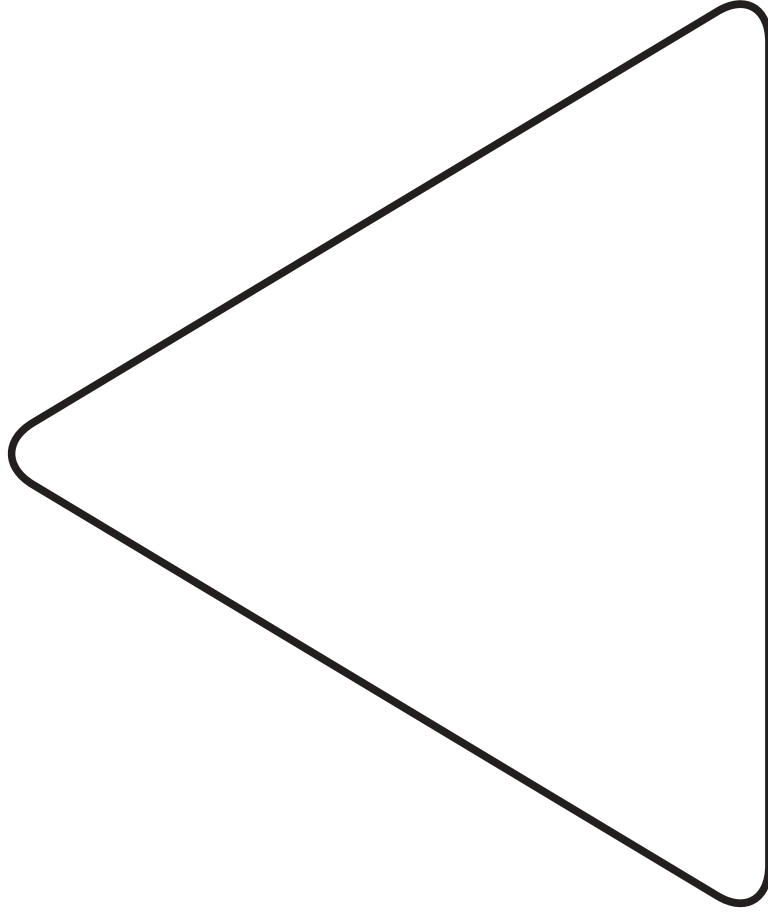
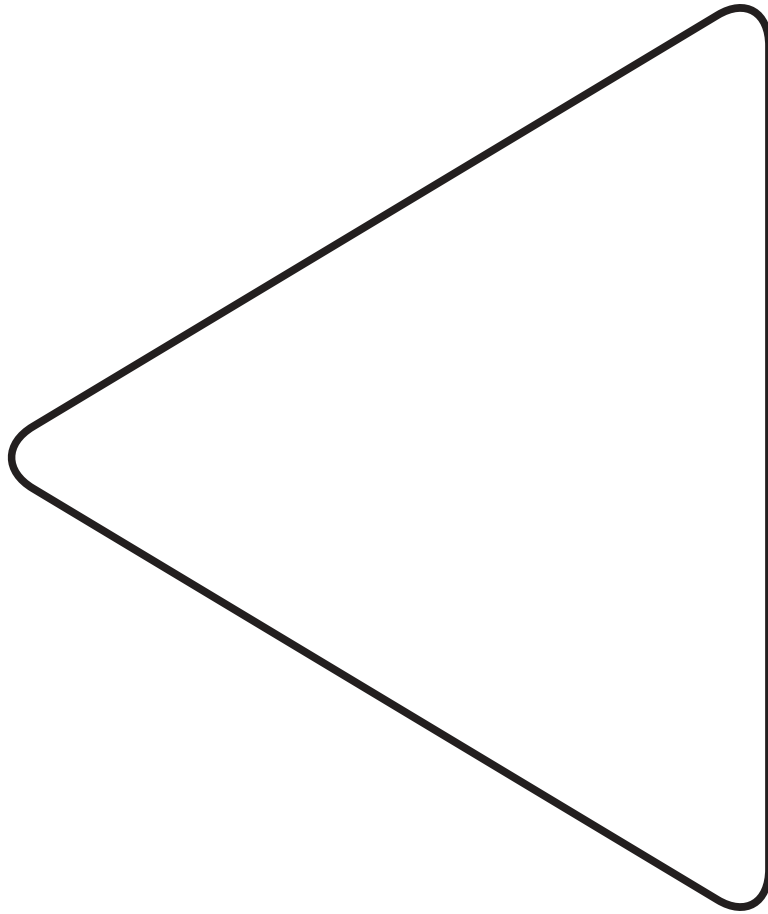
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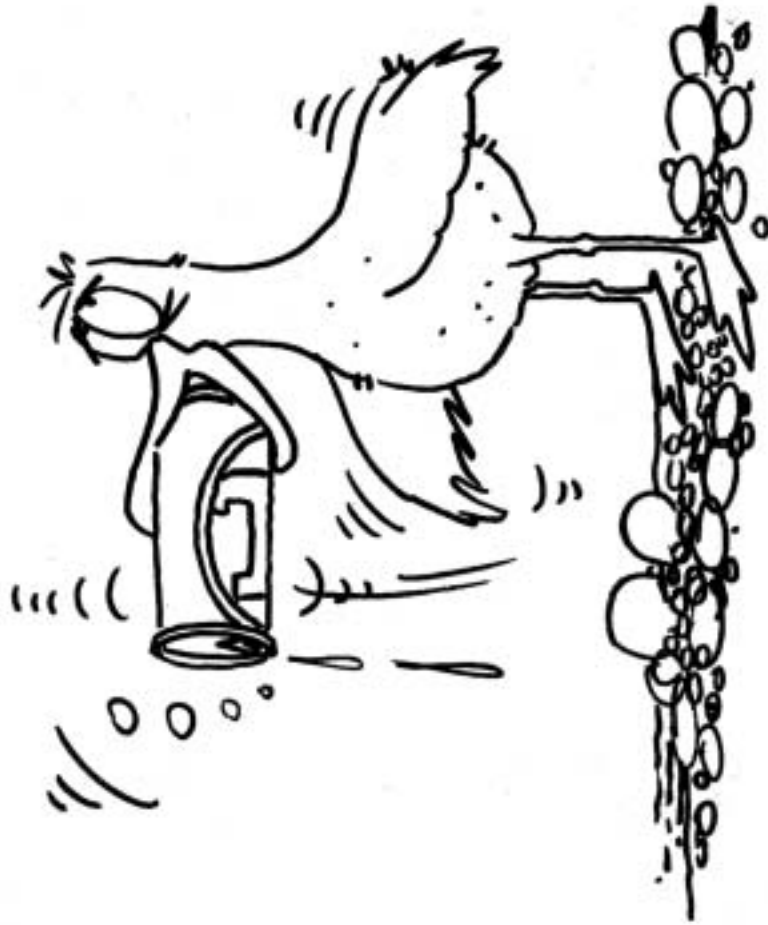
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Warning Signs



Activity 7 - Making Litter Safe



Activity 7 - Making Litter Safe



Useful Web Sites For Further Information

Clean Kent Campaign

Multi-agency web site focusing on environmental crimes such as fly-tipping and littering.
www.cleankent.com

War On Waste

Kent-wide campaign to raise awareness and action in reducing and recycling rubbish at home and at work.
www.waronwaste.co.uk

Recycle More

National recycling web site.
www.recyclemore.co.uk

Kent Fire and Rescue Service

Fire service web site that highlights their key work and includes a section for young people.
www.kent.fire-uk.org

ENCAMS

National organisation which campaigns to improve environmental quality and best practice in relation to litter, dog fouling, graffiti and abandoned cars.
www.encams.org

Environment Agency

Government body responsible for environmental protection. The web site also contains a children's section with lots of games including some about rubbish and litter.
www.environment-agency.gov.uk/fun

Eco-Schools

For schools working on the Eco Schools programme in this country. This site provides information on the programme and allows you to register your school as an Eco School.
www.eco-schools.org.uk/

The international Eco-Schools site

This site contains information on the work of Eco Schools across the globe.
www.eco-schools.org

The Qualifications and Curriculum Authority

Web site on education for sustainable development. This site provides case studies on specific schools, links to each stage of the curriculum and staff training material as well as advice on integrating education for sustainable development into the management of the school.
www.nc.uk.net/esd/index.html

The Department for Education and Skills and Sustainable Development

This site contains the Department for Education and Skills policies and plans for reducing their environmental impacts and provides an overview of the role of schools in delivering education for sustainable development.
www.dfes.gov.uk/aboutus/sd

Kent County Council - Environmental Performance

This site contains information on the Kent Eco Schools project.
www.kent.gov.uk/environmentalperformance

The Kent Schools Advisory Service

The Citizenship & PSHE site and the Geography site contain information on the Kent Eco Schools project
www.saskent.org.uk/subject.html

The United Nations - Decade of Education for Sustainable Development

This site is regularly updated to show what is happening around the world to promote education for sustainable development
http://portal.unesco.org/education/en/ev.php-URL_ID=27234&URL_DO=DO_TOPIC&URL_SECTION=201.html

The Balloon Association

This site contains guidance on balloon releases and how to limit their environmental impact.
www.nabas.co.uk/balloon.html

The Marine Conservation Society

This site provides information on the dangers of balloon releases.
www.mcsuk.org/marineworld/balloons.htm

The RSPCA

"Rubbish Kills" section highlights how different types of litter can injure animals. "Playpen" section is designed for children and contains news, games and cyberpets!
www.rspca.org.uk